

**THE EFFECT OF USING CAUSE AND EFFECT TECHNIQUE
TOWARD THE STUDENTS' READING COMPREHENSION
OF THE PERSUASIVE TEXT AT THE SECOND
YEAR OF SMA PGRI
PEKANBARU**



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1433 H/2012**

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ABSTRAK

Syofian Hadi, 2012: Pengaruh Menggunakan Cause and Effect Technique Terhadap Kemampuan Membaca Teks Persuasive di Kelas Dua SMA PGRI Pekanbaru.

Penelitian ini dilaksanakan untuk mengetahui bagaimana pemahaman siswa terhadap teks persuasive dengan menggunakan cause and effect technique?. Berdasarkan pengamatan awal penulis, sebagian besar siswa kelas dua SMA PGRI Pekanbaru kurang memahami bagaimana membaca teks persuasive.

Penelitian ini merupakan penelitian quasi-eksperimental. Populasi adalah siswa kelas dua di SMA PGRI Pekanbaru. Jumlah siswa kelas dua adalah 286. Sampel yang telah diuji adalah 60 siswa, yakni 21% dari total populasi.

Penelitian ini menemukan ada pengaruh penggunaan cause and effect technique terhadap pemahaman membaca teks persuasive pada anak kelas dua SMA PGRI Pekanbaru. Peneliti menemukan regresi dan residual dapat dilihat bahwa $F_{hitung} = 10.713 > F_{0,05} \text{ dan } 0,01 / 1,58 = 7.09 \text{ dan } 4.01$

Dapat disimpulkan bahwa ada pengaruh yang signifikan menggunakan Cause and Effect technique terhadap pemahaman membaca pada teks persuasive siswa kelas dua di SMA PGRI Pekanbaru.

ABSTRACT

Syofian Hadi, 2012: The Effect of Using Cause and Effect Technique toward The Students' Reading Comprehension of Persuasive Text at The Second Year of SMA PGRI Pekanbaru

This research was conducted to know how the students' comprehension of the persuasive text by using cause and effect technique and the significant effect of using cause and effect technique toward students' Reading comprehension of persuasive text at SMA PGRI Pekanbaru". Based on the observation of the writer, most of the second year students' of SMA PGRI Pekanbaru were difficult to comprehend reading persuasive text.

This research was quasi-experimental research. The population was the second grade students of SMA PGRI Pekanbaru. The total number of second year students was 286. The samples that had been tested were 60 students / 21% from total population.

This research found, there is significant effect of using cause and effect technique toward students' reading comprehension of persuasive text at second year of SMA PGRI Pekanbaru. The researcher found regression and it can be seen that $F_{hitung}=10,713 > F_{0,05}$ and $0,01/1,58 = 7.09$ and 4.01 It can be concluded that there is significant effect of using cause and effect technique toward reading comprehension in persuasive text at the second year students at SMA PGRI Pekanbaru.

**صفیان هادی (2012) : " تأثير استعمال Technique Effect and Cause
فرصوسيف في الفصل الثاني المدرسة العالية PGRI "**

هذا الحال يفعل لمعرفة كيف فهم تلاميذ نحو نص فرصوسيبيستعمل *Technique Effect and Cause* , لا يستطيع احثة بقدر تلاميذ الفصل الثاني المدرسة العالية PGRI وصعب في القراءة النص فرصوسيف.

هذا البحث هو البحث شبه تجرية. المجتمع هو تلاميذ الفصل الثاني المدرسة العالية PGRI . بعدد تلاميذ الفصل الثاني هو 286. العينة الذي قد الإختبار هو 60 تلاميذ 21% من القبيل الكلي, يستعمل في يأخذ العينة بتقني صف العينة.

وجد هذا البحث تأثير استعمال *Technique Effect and Cause* نحو قدرة القراءة النص فرصوسيف في الفصل الثاني المدرسة العالية PGRI . وجد الباحثة انحدار والمتبقية تستطيع نظر ان حساب = $10.713 < F_{0.05} = 1.58 / 4.01 = 7.01$. تستطيع الخلاصة ان وجد تأثير الذي هام يستعمل *TechniqueEffect and Cause* نحو قدرة القراءة النص فرصوسيف في الفصل الثاني المدرسة العالية PGRI .

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CHAPTER I

A. BACKGROUND

Reading means the process of understanding messages from the writer to Reader. When readers try to understand about what the writer means is called reading. Reading is one of the most important skills. There is much knowledge that we can get from this activity.

Furthermore, in Islam, reading is one activity, strongly suggested in surah Al-alaaq, God says, "Proclaim! (Or read!) In the name of the lord and cherisher, who created"¹, this indicates the importance of the reading not only for Muslim but also for people in the worldwide. Logically, the more we read the more we get.

On the other hand, reading is the window of knowledge, reading activity makes the reader get much knowledge, and the reader can know anything by reading.

Nowadays in the schools, students strongly need this skill in the process of learning. For example if the students want to get high achievement or high score, the students have to have the competence of reading with their comprehension. If the students do not have good comprehension of reading, they are not able to get important information.

¹ Al Qur'an. *Terjemahan Parallel Indonesia Inggris Al alaaq*. (Jakarta: qomari.. 2010) p. 597

In reading, there are many types of texts that one of them is persuasive text. This text the writer will research. Persuasive texts are to make some actions or induce some practice choices.

Persuasive text is a text that gives a suggestion or understanding of the effect to use or do something.

Based on the curriculum for senior high school, there are three basic competences that should be achieved by the students in reading the text²:

- a) Students are able to response kind of text.
- b) Students are able identify meaning of the text.
- c) Students are able to identify the procedure of the text.

SMA PGRI Pekanbaru is one of the senior high schools that use the KTSP (curriculum unit of school). English subject is one of the important subjects in SMA PGRI Pekanbaru because English is one of the subjects tested in examination, the students has been given intensive time for studying English subject, English subject is taught twice a week, it indicates that English is one of the subjects that needs attention. The teacher gives more attention to four skills in English lesson; reading comprehension, listening, speaking and writing that are important skills in national examination³. For level senior high school, reading and listening skills will be tested.

²Department Pendidikan Nasional. *Standar Kompetensi Mata Pelajaran Bahasa Inggris, Sekolah Menengah Atas dan Madrasah Aliyah*. (Jakarta: Department Pendidikan Nasional, Tahun. 2003) p.29-30

³Syllabus of SMA PGRI (2009/2010). 2009). Unpublished.

To improve the students' ability in reading comprehension skill, English teacher at this have given additional time after school. They give much attention to the students' efforts.

Based on the writer's preliminary research at SMA PGRI pekanbaru, English has been taught since the first year of teaching English period, taught twice a week with time duration 45 minutes for one hour learning process. In teaching English to the second year students of SMA PGRI pekanbaru, teacher taught the students by traditional technique. The writer saw that the teachers always explained the material in front of class without giving the students opportunity to ask about subject. The writer found that the procedures of teaching English, the first, teacher explained material and asked the students to read, the second, teacher and asked the student to find unfamiliar words and their meaning, the third, teacher explained the topic, and the last, Teacher asked students to do exercise. Ideally, this strategy or activity can make the students understand well in reading the text. In reality, the students are still confused with the meaning of the text, especially in persuasive text. They always get the difficulties to comprehend the text.

The problems, which are faced by the students in comprehending the persuasive text, can be seen in the symptom below:

1. Some of the students are not able to identify main ideas of the text.
2. Some of the students are not able to identify supporting sentence of text.
3. Some of the students get difficulties to make inference/reference of the text.
4. Some of the students get difficulties to identify synonym and antonym difficult word of the text.
5. Some of the students are not able to identify specific information of the text.

Therefore, to solve these problems need a suitable technique. In this case, the writer gave a solution by using cause and effect technique. According to Wassman and Risky, this pattern is one of the chief techniques of reasoning it is commonly used in persuasive and argumentative⁴, and this technique attempts to understand why things happen as they do⁵, this is a technique to suggest the students to analyze what action happened and why it happened by looking for some causes and effects from the text.

Therefore, The writer is interested in researching it into research entitled: **The Effect of Using Cause and Effect Technique toward the Students' Reading Comprehension of the Persuasive Text at the Second Year of SMA PGRI Pekanbaru.**

⁴Wassman, Rose and Lee Ann Rinsky. *Effective Reading in a Changing World Third Edition*. (New Jersey: Prentice Hall 2000) P. 257

⁵Howkin, John. *Cause and effect*. <http://www.teachervision.fen.com>. p.1

B. Definition of the Terms

To avoid misunderstanding and miss interpretation about some terms used in this research, the writer defines them as follows:

- 1) Persuasive text: is inducing some practical choices or prompts of action from audience⁶. A text to convince the reader that a point of view is valid or that reader should take a specific action⁷.

In this research, the writer uses persuasive text to know students' comprehension of the second years in SMU PGRI pekanbaru, writer considers that this text can include all kind of the texts, especially in persuasive text, so writer takes this research for measuring reading comprehension of the students.

- 2) Cause and effect: a technique helps the students. Understand the reason for or the function of thing, to go beyond more rote cementation of the "how to" to do things such as quartos or programming⁸, or an attempt to understand why things happen as they do⁹.

In this research, the writer uses this technique to improve the students' reading comprehension at second year of SMA PGRI Pekanbaru.

⁶Hughey, Jane B., et al. *Teaching ESL Composition Principles and Techniques* (London MassachussetsNebury House Publisher, Inc.1983) p. 88

⁷Syafi'I S.M., et al. *from paragraphs to a research report: a writing of English for Academic purpose*. (Pekanbaru: lembagabimbinganbelajarsyaf intensive (LBSI), 1997) p.83

⁸Wassman. p. 257

⁹Howkin, Jhon. *Cause and effect*.http://www.teaching_vision.fen.com P.1

3) Reading comprehension: as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language¹⁰.

In this research, reading comprehension reapers to the ability of the second year students of SMA PGRI in comprehending the persuasive text used on the test given.

C. The Problem

a. Identification of the Problem

Based on the background and the problems explained above, it is clear that most of the students of the second year of SMA PGRI Pekanbaru still get difficulties in their comprehension of persuasive text. To make it clear, the problems in this research will be identified as follows:

1. Why are the students unable to identify main ideas of persuasive text?
2. Why are the students unable to identify kinds of text?
3. Why do the students get difficulties to find generic structure of the text?
4. Why do the students get difficulties to make inference of persuasive text?
5. Why are the students unable to answer the questions based on the text given?

¹⁰Tankersley, Karen. *Literacy Strategy for Grades 4-12 Reinforcing the Threads of Reading*. [electronic version]. (Virginia, USA: Association for Supervision and Curriculum Development Alexandria, 2005.)p. 106.

b. Limitation of the Problem

Based on the identification of the problems stated above, the problems of this research focus on (1) how the students' reading comprehension about persuasive text is, and (2) the effect of using cause and effect technique toward the students' reading comprehension of persuasive text at the second year of SMA PGRI Pekanbaru.

c. 2Formulation of the Problem

Based on the limitation of the problems, the problems of this research are formulated in the following research questions:

1. How is the students' reading comprehension of the persuasive text taught using cause and effect technique at the second year of SMA PGRI Pekanbaru?
2. How is the students' reading comprehension of the persuasive text taught without by using cause and effect technique at the second year of SMA PGRI Pekanbaru?
3. Is there any significant effect of using cause and effect technique toward the students' reading comprehension of persuasive text at SMA PGRI Pekanbaru?

D. The Objective and Significant of the Research

a. objective of the research

This research is necessarily carried out in order to achieve the objectives as follows.

1. To get information how is the students' reading comprehension of persuasive text taught using cause and effect technique at second year student of SMA PGRI Pekanbaru.
2. To get information how is the students' reading comprehension of persuasive text taught without using cause and effect technique at second year student of SMA PGRI Pekanbaru.
3. To find out the effect of using cause and effect technique toward students' reading comprehension of persuasive text at second years of SMA PGRI Pekanbaru.

b. Significance of The Research

This research is very crucial to be conducted because of some reasons, they are as follow :

- a. The need of this research is to provide some effects and information about cause and effect technique as one of teaching technique in English class especially for teaching reading.
- b. Giving information about students' comprehension and the factors that influent students' comprehension in reading at the second year students of SMA PGRI Pekanbaru.

c. Fulfilling one of requirements to finish writer's study in State Islamic University of Sultan Syarif Kasim Riau.

E. The Reason of Choosing the title

The reasons why the writer is interested in carrying out the research on the topic are as follows:

1. The problems of the research are still hot and the problem must get problem solving.
2. The topic is very important, because students' comprehension is an important aspect in reading
3. This research title has never been researched by any previous researches.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

a. Concept of Reading Comprehension.

Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language¹

In reading comprehension, the reader tries to construct a full meaning from the text; this is suitable with statement from wiki Ed journal that says “construction process” because it involves all of the reading process of working together as a text is read to create a representation of the text in the reader mind².

According to Mayer reading comprehension is technique for improving student’s success in extracting useful information³, reading comprehension is a technique for building meaning of the text. It is also suitable with the Definition from partnership for reading 2005, reading comprehension is understanding a text that is read, or the process of constructing meaning from the text⁴.

Reading comprehension generally has their core of some variation of constructing meaning from the text⁵, the variation is the way from constructing meaning from the text book

¹ Snow, Catherine. *Reading for Understanding Toward an R&D Program in Reading Comprehension*, [electronic version]. (Santa Monica: Rand Reading Study Group 2002) p.11

² Mayer. Reading Comprehension. www.wikiEd.com

³ Mayer.

⁴ Mayer.

⁵ Research-based English Practice in Early Reading. A *Focus on Comprehension* [electronic version], (New York: Prel, 2005) P.1

According to Beck and McKeown, in Harris book. Reading comprehension is the “sine qua non of reading”⁶ and according to Anderson et al. in Harris reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading and world knowledge and fluency⁷. The reader has processes to regulate by cognitive, and emotional perceptual and social experience.

In conclusion, reading comprehension is a process of constructing meaning by coordinating a number of complex processes, the complex process in reading activity that the reader has processes to regulate by cognitive, emotional perceptual, social experience. Comprehending the goals of the reading activity, is a process to get meaning full and process of identifying purpose writer.

b. Type of Reading Activity

There are two reading activities in English that help the student to get the comprehension, According to I.S.P Nation, there are two types of reading text⁸:

1) Intensive reading

Intensive reading means increasing learners’ knowledge of language features and their control reading, this type of reading leads the reader to pay full attention to translate or make full comprehension, the reader tries to find the meaning every word in the text.

2) Extensive reading

⁶Harris R Karen and Graham Steven. *Teaching Reading Comprehension to Students with Learning Difficulties [electronic version]*. (New York: The Guilford Press Division of Guilford Publication. Inc. 2007) P.2

⁷Harris R Karen and Graham Steven. P.2

⁸I.S.P. Nation. *teaching ESL/EFL Reading and writing, [electronic version]*. (New York: Routledge Taylor and Francis Group 2009) p. 134

Extensive reading means the meaning focused on input and fluency of development standard, depending on the level of the books that the learner reads. This type commonly use the scanning and scamming system, this is just looking for the key word of the text to take a comprehension of the text, and this type is always easy to be applied by every learner.

The technique, writer takes is an extensive reading type. The case of this research just suggests finding cause and effect with the signal word and the purpose of this technique is to find message from the writer by finding the main idea.

c. The Evaluating of the Reading Process

Further reading task, Nunan in his book says there are two kinds of reading tasks⁹:

1) Pre test

This test is conducted before tester uses about this technique, this test tries to draw some ability of the learner in understanding a text before studying by using this technique, this test just describes a primary ability of the tester.

⁹Nunan, David. *Language Teaching Methodology, A text Book for the Teacher*, (New York: PrenticeHall. 1991) p.78-80

2) Post test

This test means test taken after the teacher used the technique.

This test tries to describe whether this technique successful or not to be applied. This test is the ending the test of the reading activity.

Incompletion test has purpose, to know the effect of technique used by writer or researcher in his/her research.

d. READING ASSESSMENTS

According to Hughes, there are four techniques for assessing reading comprehension¹⁰:

1) Multiple choice

Where the candidate provides evidence of successful reading by mark against one out of the number of the alternatives, this test is an intuitional technique, and commonly used in the every test of reading because this technique is easy to apply. The writer gives some alternative answers in the test.

2) Short answer

This technique is for collecting data or for testing the comprehension of the reading by the short answer from the reader, it means, the writer asks the reader with short answer, short answer can be used to test ability to make various distinctions such as fact and opinion.

¹⁰ Hughes, Arthur. *Testing Language for Language Teachers*. (London: Cambridge University Press .2005) p.143-148

3) Gap filling

This technique is particularly useful in testing reading. It can be used any Time. The required response is complex that may cause writing (and scoring) problem. This technique suggests the reader to have full meaning of main idea. gap filling is also the basis for what has been called summary in this technique, a reading passage is summarized by tester, and that gaps are left in the summary for completion by the candidate, he/she is really extending of the gap filling technique and shares its qualities, it permits the setting of several reliable but relevant items of attractively short passage.

4) Information transfer

One way of minimizing demands on candidates', writing ability is to require them to show successful completion of the reading task by supplying simple information on the table following a route map, labeling a picture, and so on.

In this research, the writer concludes that to assess the reading ability of students of SMA PGRI, the writer use multiple choice. The purpose of using multiple choice is making students easy to students analyze main idea and making the students develop their analysis of the text.

According Arikunto, there is one technique used to describe percentage of achievement of reading activity¹¹:

Table: II.1

NO	CLASSIFICATION	SCORE
1	Excellent	80-100
2	Good	66-79
3	Fair	56-65
4	Poor	40-55
5	Very poor	30-39

In this research the writer, use this table to asses the reading comprehension of second year students of SMU PGRI Pekanbaru.

B. Persuasive text

a. Persuasive text

persuasive text like chronology text brings some actions if someone read this text suitable with the statement. Persuasive text is a text that really wants you to do something¹², according to Hughey et al persuasive text is to induce some practical choices or prompts of the action from its Audience¹³, and Syafi'i et al, says persuasive is to convince the reader that a point of view is valid that the

¹¹Suharsimi Arikunto. *Dasar-Dasar Evaluasi Pendidikan (edisi revisi)*. (Jakarta: Bumi Aksara. 2007) p 245.

¹²Jeffry, laurra, *Persuasive text*, MettewBoustoun College:. <http://www.Skillworkshop.org>2007. P.1

¹³Hughey, Jane B, et al..*Teaching ESL Composition Principles andTechniques*.(London: Nwebury House Publisher S, Inc1986) p.80

reader should take the specific action¹⁴.this statement is supported by Blake education journal, that writers compose persuasive text to influence to accept an opinion, buy a product, adopt an idea, take a particular action believed their interpretation of specific fact¹⁵

Persuasive text is one of many types of text, This type is divided into reviews, exposition, discussions, advertisement, letter, pamphlets, posters biographers, editorial debates, and augments¹⁶. Based on this statement, researcher will do this research by using exposition text

There are two exposition text they are;

1. Analytical exposition

Analytical exposition has function to persuade the reader or listener that something is the case, this is generic structure of analytical exposition;

- a. Thesis

Position: Introduces topic and indicates writer position.

Preview outlines the main arguments to be presented

- b. Arguments

Point: restates main arguments outlines in previews,

Elaboration; develops and supports each point/argument.

¹⁴M. syafi'i S, et al. *the Effective Paragraph Developments: the Process of Writing for Classroom Setting*. (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive (LBSI), 2007) p.83

¹⁵ Blake education, NEPLAN* *Persuasive Text Sample Work Sheets-secondary Copying for Educational Purposes-copyright Information [electronic version]* (Sydney: Blake Education Better Ways to Learn, 2000) p.1.

¹⁶Literacy and Numeracy Planer-NEPLAN, *Literacy-writing-persuasive Text [electronic version]* (Sydney: Department of Western Australia, 2010) p.2

c. Reiteration

Restates writers position

There are significant Lexicon grammatical features

1. focus on generic human and non human participant
2. use of simple present tense
3. use of relational processes
4. Use of internal conjunction to state argument
5. reasoning though causal conjunction or nominalization

2. Hortatory exposition

The function of hortatory exposition is to persuade the reader or listener that something should or should not be the case, this is generic structure:

a. Thesis

Announcement of issue concern

b. Arguments

Reasons for concern, leading to recommendation

c. Recommendation

Statement of what ought not to happen

There are some significant lexicogramatical features

focus on generic human and non-human particulars, except for speaker or writer referring to self

use of:

1. Mental process to state what writers think or feels about issue
2. Material processes to state what happen
3. Relational processes to state what is or should be
4. use of simple present tense

In this research, researcher does research in persuasive text to inform hortatory text because this is one of the types of persuasive text, persuasive text means the text persuade the reader to do some actions or some treatment, it persuades human and Persuasive text that the writer means is a test explaining about some illustrations, clarifying the opinion from the writer.

b. Purpose persuasive text

Hughey, Jane B. et al say purpose of persuasive text from the author¹⁷:

- 1) to substantiate and recommend position factual information logos
- 2) to present and emotional position regarding a situation or issue- pathos or
- 3) to present oneself as a moral and intellectual representative of a position ethos.

It means with persuasive text, the author tries to present same action to the reader, and to induce same action from the reader.

¹⁷Hughey, Jane B., et al. p.80

C. Cause and Effect Technique

a. The Concept of Cause and Effect Technique

Cause and effect technique help analyze information and event, so that you can determine the accuracy of what you are reading or what you are listening¹⁸. Applying this technique we use graphic for help the student making visualization and imagine some idea¹⁹, cause and effect technique is an organizer that can help you analyze why an event took place and what the consequences of that event were²⁰

Cause and effect is an attempt to understand why things happen as they do, this technique is used in reading(English), writing, math, social studies, science²¹, cause and effect is an theory to help everyone to understand math, social study science. It is very crucial thing.

Chesla, says cause and effect is an attempt to explain either the cause of some action or it is effect²². This theory gives the reader some stimulus in their brain to attempt to find cause and effect of the text, it makes student easy to understand many things about the text.

¹⁸J. Weston Walch, *Content Area Graphic Organizer*, [electronic version].(New York; Walch Publisher,2005) p.44

¹⁹Thompson, max and Julia Thompson.*Learning Focused Strategies Notebook Teacher Materials*, (New york: Learned Concept, Inc2004) p.1

²⁰Thompson, max and Julia Thompson. P.1

²¹Howkin, Jhon. Cause and effect.<http://www.techervision.fen.comp.1>

²²Chesla, Elizabeth. *8th Grade Reading Comprehension Success*,[electronicversion](New York: Learning Express Skill Builders. 2001) p.59

this pattern is one of the chief techniques of reasoning, it is commonly used in persuasive and argumentative essay²³, this statement is suitable with Jeff Zwiers in his book, he says that cause and effect technique can be used for narrative and expository text²⁴, why the research says this is the same statement because narrative and expository text is kind of persuasive text, more explanation persuasive text, explaining on persuasive part.

Cause and effect technique meant here is the attempt to understand why and what happened to the something by an analysis of cause and effect of what writer writes, it is one of many techniques used in persuasive text, this technique help the student to understand the reason or the function of something.

b. The Advantages of the Cause and Effect Technique

The writer tries to resume and analyze the advantages of the cause and effect technique and elaborates them based on the explanation of the experts, as follows:

1. Help the reader think all possible causes of a problem²⁵
2. Help the reader to illustrate an important point
3. Help the reader to find main idea²⁶

²³Wassman, Rose and Lee annRinsky. *Effective Reading in a Changing World Third Edition*.(New Jersey: Prentice Hall. 2000) P. 257

²⁴ Jeff Zwiers,.*Building Reading Comprehension Habits in Grades 6-12 A Toolkit of ClassroomActivity[electronic version]*(USA:International Reading Association. Incp.2010) p.104.

²⁵Ishigawa, *cause and effect analysis*.[http: www.causeroot.com](http://www.causeroot.com) (2011)p.1

²⁶Buscesment, Santi V, and charlotte smith.. *75 ReadingPlus, Sevent Edition*. (New York: Mc Graw Hill2004) p.275

c.The Procedures of Applying Cause and Effect Technique

To make an understanding of how to use the cause and effect technique, and to avoid misunderstanding for reader, the writer explains the procedures²⁷:

- a) Teacher asks the students with the key question what and why.
- b) Teacher asks the students to make list of possible cause of event by using cause and effect diagram or graphic.
- c) Teacher asks them to determine by using cause and effect diagram or graphic.
- d) Teacher teaches power words of text to make more comprehension.

In Middle School Edition, Content Reading Area journal explain the procedures are²⁸:

1. Using the graphic organizer students begin with the first box, write what happened and why.
2. In the second box they tell what happened (and why) as a result of the events of the first box.
3. This continues throughout the reading to show the relationships of the various events.

²⁷Barbara. *ContentReadingArea 3081*<http://www.ReadingStrategy.com> (2010) p.86

²⁸Middle School Edition, *Content Reading Area*<http://www.Reading for JuniorHighSchool.com>(2009) p. 63

To ease the reader to find the location of cause and effect relationship on the text, according to Marther and McCarthy says that there are some words commonly help to identifying cause and effect relationship, they are²⁹:

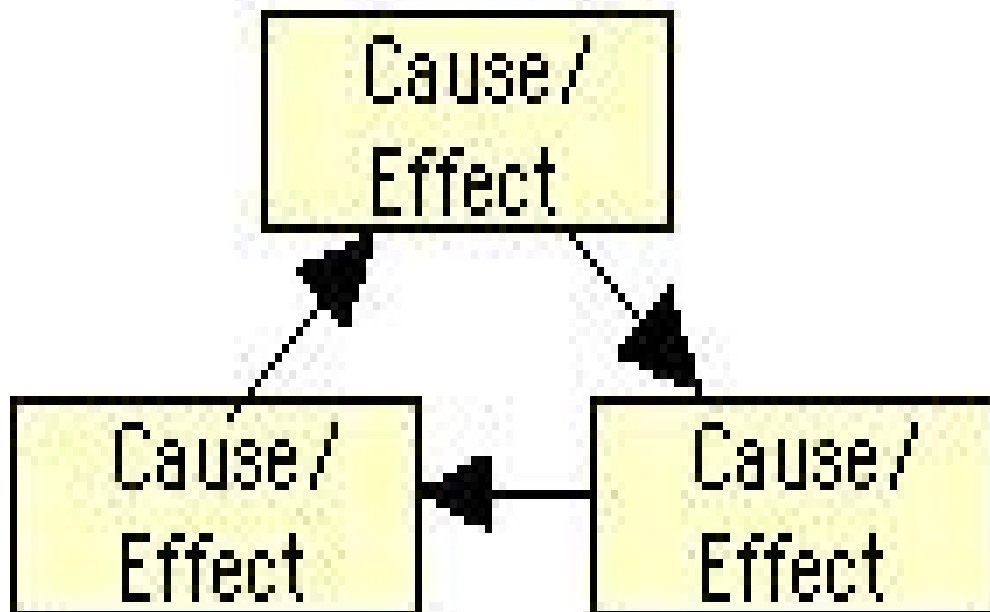
Cause	Effect
Because	As a result
For	Consequently
For this reason	Reaction
Since	Then
Begin	Lead to
	Bring about
	Hence
	There fore
	So
	Resulting

To make some easiness to the user, researcher tries to draw one diagram or graphic cause and effect³⁰, the journal middle school edition³¹:

²⁹ Mather, Peter and Rita Mccarthy..*Reading all Jazz, Second edition.* (New York: Mc GrawHill2003) p. 171

³⁰Thompson, Max and Julia Thompson. p. 38

³¹Middle School Edition, *Content Reading Area*<http://www.reading for junior high school .com>(2010) p.1



According to Syafi' I et al says in the paragraph, there are three kind of cause and effect relationship, which are important to understand how to use this technique³²:

1. Single cause: single effect.

In one paragraph or the text the writer just tries to explain one cause and one effect, so to understand the text the reader just find one cause and one effect.

2. Multiple cause: single effect

In this kind the writer tries to explain multiple causes and explain one effect of the causes, it means more than one cause but with just one effect.

³² M. Syafi'I. et al. *The Effective Paragraph Developments the Process of Writing ForClassroomSetting.*(Pekanbaru: LembagaBimbinganBelajarSyafIntensive, (LBSI), 2007) p. 38

3. Single cause: multiple effect

And the last, writer just explains one cause but there are must effects, it means with a cause a thing has more than one effects.

D. Relevant Research

In order to avoid plagiarism, the writer will state some researches dealing with the use of cause and effect technique³³.

1. A research done by Ashley M. Hoover a 2009 alumnus of Sierra Nevada College, Entitled "An investigation of teaching cause and effect technique, this is an action research project. Research project was to identify the most effective ways of teaching cause and effect relationship in literature to second and third grade students. This study was conducted over a seven-week period with six participants who were assessed as reading at all levels. The result showed that all six participants improved in cause and effect acquisition while working independent the findings suggest. That he use of graphic organizer (the foldable graphic organizer, in particular) may result in improved reading skills for second and third grade students at all reading levels, in addition to higher achievement, the participants resulted in having better opinions of reading after the study concluded.
2. A research done by Aldinod fenricomarta a 2010 alumnus of State Islamic university of sultan syarif kasim .entitled Students' ability in Writing persuasive essay at the second year of SMAN 5 pekanbaru. It was conducted

³³Hoover, Ashley M. An Investigation of Teaching Cause and Effect Technique (Sierra Nevada College: Unpublished Master Degree 2009).

to know “How is the student in writing persuasive essay? And the factor influence the students’ ability in writing persuasive essay?”

Based on these relevant researches, writer tries to the sameness of technique used in this research especially for using the cause and effect technique.

E.Operational Concept

Operation concept is a concept as a guidance used to avoid misunderstanding this research is going to be conducted to know the effect of cause and effect technique as independent variable (X) students’ reading comprehension of persuasive test as the dependent variable (Y). To measure each variable, the writer will identify them in some indicators as follows:

1. Cause and effect technique (X variable) for experimental class
 - a).Teacher ask the students open Student handbook
 - b). Teacher asks the students with the key question what and why.
 - c).Teacher asks the students to make list of possible cause of event by using cause and effect diagram or graphic.
 - d).teacher ask the students to determine the list.
 - f).Teacher teaches power words of text to make more comprehension.
2. Reading comprehension (Y variable)
 - a) The students are able to find main idea of the text.
 - b) The students are able to identify supporting sentence.
 - c) The students are able to identify inference of the text.

- d) The students are able to identify synonym and antonym of the unfamiliar word.
- e) The students are able to identify generic structure of the text.

F. Assumption and Hypothesis

a. This Assumption

In general, the assumption of such research can be expressed as follows :

1. Cause and effect technique gives some effects toward students' reading comprehension.
2. Through cause and effect technique, the students can improve their interesting in reading.

b. The Hypothesis

Ho : There is no significant effect of cause and effect technique toward reading comprehension of persuasive text.

Ha : There is significant effect of cause and effect technique toward reading comprehension of persuasive text.

CHAPTER III

RESEARCH METHODOLOGY

A. Method of the Research

The research design quasi-experiment design. It is an appropriate one of this research in order to know significant effect of using cause and effect technique toward reading comprehension of the persuasive text at second years students' of SMA PGRI Pekanbaru. Experiment is testing an idea (or practice or procedure) to determine whether it influences an outcome or depend variable¹. In addition, an experiment is the qualitative approach that provides the greatest degree of control over the research procedures².

In this study, the researcher used an Experimental design with groups' pre test and posttest design. In applying this research, the research took two classes; one class was as a control class taught by interactive teaching and one other was as an experimental class taught by cause and effect technique. In experimental class, the students were administered by giving pretest at the beginning of teaching learning in order to know reading comprehension of the student. Then, the researcher gave treatment in the middle. During treatment, the researcher cooperated with the observer, and posttest at the end of teaching learning processes in order to know the effect using of cause and effect technique toward student' reading comprehension of persuasive text.

¹ Creswell, Jhon, W..*Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*.(New Jersey: Pearson Education.2008) p. 299

² Gay, L.R..*Educational Research: Competences for Analysis and Application*.6th Edn. (New Jersey: Prentice-Hall 2000) P.15

The location of this research was at SMA PGRI Pekanbaru. The reason why the writer chose this location was because the comprehension of the persuasive text was still low. This research was conducted from January to February 2012.

B. Object of the Research

The objects of this research are students' comprehension of persuasive text. By using cause and effect technique at the second year of SMU PGRI Pekanbaru.

C. Subject of the Research

The subject of this research was the student of the second year of SMU PGRI Pekanbaru in 2011/2012 academic year. The subject consisted of two classes. Briefly, all of the students who are studying at the second year of SMA PGRI Pekanbaru were taken to be the subject of this research.

a. Population and Sample

Population of this research was the whole students of the second year of SMA PGRI Pekanbaru, the total of the population of the second year students is: Table III. 1

Class	Population		Total
	Male	Female	
XI IPA ¹	8	22	30
XI IPA ²	10	21	30
XI IPA ³	11	20	31
XI IPA ⁴	12	18	31
XI IPS ¹	12	18	30
XI IPS ²	13	19	32
XI IPS ³	16	16	32
XI IPS ⁴	12	18	30
XI IPS ⁵	20	20	40
Total	114	156	286

The total of the population was 286, 114 males and 156 females. The writer took two classes as sample, sample was chosen by using random

sampling. Class XI IPA² are the experimental class and class XI IPA¹ are control class.

E. Technique of Collecting Data

1. Test

In collecting data for this research, the writer used reading test as the instrument, the kinds of test that to the students are as follows³:

- a. Pre-test was given to the student before giving the treatment of the technique for both of the class experimental class and control. Classes this test was used to measure students' comprehension of persuasive text.
- b. Post test was given to the students after giving the treatment for both experimental class and control classes

2. technique collecting data

According to Hughes, there are many techniques that can assess the students' comprehension but the researcher used technique, that is

Multiple choices technique is a technique that will be designed by using four choices and the respondent will choose one, is based on the question. This technique can assess the student's reading comprehension.

³ Hughes, Athur. p. 143

F .The Item Difficulties, Items discrimination Validity, and Reliability

1. The item difficulties

Before getting the data, the researcher used all of items in try out. Try out was intended to know the value of the test. The value itself was used to find out the level of difficulties of each item. The standard of value used was ≥ 0.30 and ≤ 0.70 ⁴

The items that could not fulfill the standard value were replaced. The facility value under 0.30 is considered difficult and above 0.70 is considered easy.

The level of difficulty was used to show how easy and difficult an item was. It was calculated by using the formula:

$$P = \frac{B}{JS}$$

Where:

P = Difficulty level

B = the number of correct answer

JS = the number of student

⁴SuharsimiArikunto.*Dasar-DasarEvaluasiPendidikan*, (Jakarta: Bumi Aksara2009) P.208

For example, if the number 1 was correct answered by 8 students of 20 students, the difficulty could be calculated as follows:

$$\begin{aligned} P &= \frac{B}{JS} \\ &= \frac{8}{20} \\ &= 0.4 \end{aligned}$$

If the value was changed into percentage, it could be calculated $0.4 \times 100\% = 40$. The value was considered standard, and could be used to get the data. In other words, the item did not need to be changed. After doing try out, the researcher found that there were no any items modified because the level of difficulty reached the standard item of difficulty. Then, the proportion correct was represented by “p”, whereas the proportion incorrect was represented by “q”.

The data obtained by using posttest and was evaluated in 5 components :

- a) The students are able to find main idea of the text.
- b) The students are able to identify supporting sentence.
- c) The students are able to identify inference of the text.
- d) The students are able to identify synonym of the unfamiliar word.
- e) The students are able to identify generic structure of the text.

Table III.2

The Students Find Main Idea Of The Text

Variable	Finding Main Idea Of The Text					N
Item no	1	6	11	16	21	20
Correct	12	13	14	9	8	
P	0.60	0.65	0.70	0.45	0.40	
Q	0.40	0.35	0.30	0.55	0.60	

$$P = \frac{B}{JS}$$

$$Q=100 - P$$

The table 3.1 above shows the portion of correct answers. For item number 1 shows the proportion of correct 0.60, item number 6 shows the proportion of correct 0.65, item number 11 show the proportion of correct 0.70, item number 16 shows the proportion of correct 0.45, item number 21 show the proportion of the correct 0.40. Based on the standard level of difficulty “p” <0.30 and >0.70, it is pointed out that item difficulties in average of each items number for finding the main idea are accepted.

Table III. 3
The Students Identify Supporting Sentence

Variable	Identify Supporting Sentence					N
Item no	2	7	12	17	22	20
Correct	11	14	14	12	10	
P	0.55	0.70	0.70	0.60	0.50	
Q	0.45	0.30	0.30	0.40	0.50	

$$P = \frac{B}{JS}$$

$$Q = 100 - P$$

The table 3.2 above shows the portion of correct answers. For item number 2 shows the proportion of correct 0.55, item number 7 shows the proportion of correct 0.70, item number 12 show the proportion of correct 0.70, item number 17 shows the proportion of correct 0.60, item number 22 show the proportion of the correct 0.50. Based on the standard level of difficulty “p” <0.30 and >0.70, it is pointed out that item difficulties in average of each items for factual information are accepted.

Table III. 4**The Students Identify synonyms/ antonym Of The Text**

Variable	Identify Inference Of The Text					N
Item no	3	8	13	18	23	20
Correct	12	9	10	8	11	
P	0.60	0.45	0.50	0.40	0.55	
Q	0.40	0.55	0.50	0.60	0.45	

$$P = \frac{B}{JS}$$

$$Q=100 - P$$

The table 3.3 above shows the portion of correct answers. For item number 3 shows the proportion of correct 0.60, item number 8 shows the proportion of correct 0.45, item number 13 show the proportion of correct 0.50, item number 18 shows the proportion of correct 0.40, item number 23 show the proportion of the correct 0.55. Based on the standard level of difficulty “p” <0.30 and >0.70, it is pointed out that item difficulties in average of each items number for unfamiliar vocabulary idea are accepted.

Table III.5**The Students identify reference and inference Of The Text**

Variable	Identify Reference and inference Of The Text					N
Item no	4	9	14	19	24	20
Correct	14	8	9	12	13	
P	0.70	0.40	0.45	0.60	0.65	
Q	0.30	0.60	0.55	0.40	0.35	

$$P = \frac{B}{JS}$$

$$Q = 100 - P$$

The table 3.4 above shows the portion of correct answers. For item number 4 shows the proportion of correct 0.70, item number 9 shows the proportion of correct 0.40, item number 14 show the proportion of correct 0.45, item number 19 shows the proportion of correct 0.60, item number 24 shows the proportion of the correct 0.65. Based on the standard level of difficulty “p” <0.30 and >0.70, it is pointed out that item difficulties in average of each items number for finding inferences are accepted.

Table III. 6

The Students Identify Generic Structure of the Text

Variable	Identify Generic Structure Of The Text					N
Item no	5	10	15	20	25	20
Correct	14	14	9	11	14	
P	0.70	0.70	0.45	0.55	0.70	
Q	0.30	0.30	0.55	0.45	0.30	

$$P = \frac{B}{JS}$$

$$Q=100 - P$$

The table 3.5 above shows the portion of correct answers. For item number 5 shows the proportion of correct 0.70, item number 10 shows the proportion of correct 0.70, item number 15 show the proportion of correct 0.45, item number 20 shows the proportion of correct 0.55, item number 25 shows the proportion of the correct 0.70. Based on the standard level of difficulty “p” <0.30 and >0.70, it is pointed out that item difficulties in average of each items number for finding inferences are accepted.

1. Items discrimination

Items discrimination is The ability a item question for differentiate between upper students ability and lower students ability⁵

where the formulation is

$$DP = \frac{B_A}{J_A} - \frac{B_B}{J_B}$$

Where :

B_A= the upper score students

B_B = The lower score students

J_A = The total upper students

J_B = The total lower students

Dp= items descrimination

⁵SuharsimiArikunto.*Dasar-DasarEvaluasiPendidikan*, (Jakarta: Bumi Aksara2009) P.114

Table III.7

According to suharsimi arikunto said that the range of item discrimination is⁶

No	Classificasion	Score
1	poor	0,0-0,1
2	fair	0,2-0,3
3	good	0,4-0,6
4	excellent	0,7-1

Table III.8

Items discrimination tabel

Items	Total	score	DP	Range
Items 1	12	60	0,2	fair
Items 2	11	55	0,2	Fair
Items 3	12	60	0,2	fair
Items 4	14	70	0,2	fair
Items 5	14	70	0,2	fair

⁶SuharsimiArikunto.P.120

Items 6	13	65	0,2	fair
Items 7	14	70	0,2	fair
Items 8	9	45	0,2	fair
Items 9	8	40	0,2	fair
Items 10	14	70	0,4	good
Items 11	14	70	0,6	good
Items 12	14	70	0,2	fair
Items 13	10	50	0,3	fair
Items 14	9	45	0,2	fair
Items 15	9	45	0,2	fair
Items 16	9	45	0,2	fair
Items 17	12	60	0,3	fair
Items 18	12	60	0,3	fair
Items19	15	60	0,3	fair
Items 20	11	55	0,2	fair
Items 21	8	40	0,2	fair

Items 22	10	50	0,2	fair
Items 23	13	55	0,2	fair
Items 24	13	55	0,3	fair
Items 25	14	70	0,2	fair

b. Validity

Every test, whether it is a short, informal classroom test, or a public examination should be as valid as the test constructor that can make it. The instrument of the test must aim at providing a true measure of the participation skill in which it is intended to measure. The instrument of the test is valid if the instrument that used can measure the thing that will be measured⁷

The researcher did try out once time. The purpose of try out was to obtain validity and reliability of the test. It was determined by finding the difficulty level of each item.

To fond valdity the test writer use corelation product moment follows the formula:

⁷Gay, LR.. *Educational Research Competencies For Analysis & Application*. 2nd edition. (Ohio : A Bell & Howell Company.1983) p.23

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

Where : r_{xy} = corelation product moment x and y

\sum =total x and y

$\sum x^2$ = X quadrant

$\sum y^2$ =Y quadrant

$$r_{xy} = \frac{1296}{\sqrt{(1372)(1618)}}$$

$$r_{xy} = \frac{1296}{1490,345}$$

$$r_{xy} = 0.8697$$

Acording Suharsimi Arikunto state the range of validity are⁸:

TABEL III. 9

NO	CLASSIFICATION	SCORE
1	Excellent	0,800 – 1,00
2	Good	0,600-0,800
3	Fair	0,400-0,600
4	Poor	0,200-0,400
5	Very poor	0,00-0,200

⁸Suharsim Arikunto. *Dasar-dasar Evaluasi Pendidikan(edisi revisi)*(Jakarta : Bumi Aksara. 2007) P.75.

writer conclude if the validity test in 0.8697 so the validity is Excellent.

c .Reliability

Arikunto states that it is possible for the test is reliable but it is not valid, whereas the test is valid automatically, it is reliable. To obtain the reliability of the test given, the researcher used the HOYT formula as follows⁹:

First Steps: Quadrant Respondent

$$Jk(r) = \frac{\sum X_t^2}{K} - \frac{(\sum x_t)^2}{K \times N}$$

Where: $Jk(r)$ = Quadrant Respondent

x_t = Score every responder

K= Item

N=responders

$$\begin{aligned} Jk(r) &= \frac{4147}{25} - \frac{285^2}{25 \times 20} \\ &= 165,88 - \frac{81225}{500} \\ &= 165,88 - 162,45 \\ &= 3,43 \end{aligned}$$

Second Steps: Quadrant Item

⁹Suharsimiarikunto.P.103.

$$Jk(i) = \frac{\sum B^2}{N} - \frac{(\sum x_t)}{K \times N}$$

Where: $Jk(i)$ = Quadrate Item

$\sum B^2$ = All true item quadrate

$(\sum X_t)^2$ = Quadrate score total

$$\begin{aligned} Jk(i) &= \frac{3365}{20} - \frac{285^2}{25 \times 20} \\ &= 168,25 - 162,45 \\ &= 5,8 \end{aligned}$$

Third Steps: Total Quadrant

$$Jk(t) = \frac{(\sum B)(\sum S)}{(\sum B) + (\sum S)}$$

Where: $Jk(t)$ = Total Quadrate

$\sum B$ = Wrong score item

$\sum S$ = True score item

$$\begin{aligned} Jk(t) &= \frac{(215)(285)}{215 + 285} \\ &= \frac{61275}{500} \\ &= 122,55 \end{aligned}$$

Fourth Steps: Residue Quadrant

$$Jk(s) = Jk(t) - Jk(r) - Jk(i)$$

Where: $Jk(s)$ = Total Quadrate

$Jk(t)$ = Total Quadrate

$Jk(r)$ = Quadrant Respondent

$Jk(i)$ = Quadrate Item

$$Jk(t) = 122, 55 - 3, 45 - 5, 8$$

$$= 113, 32$$

Table III. 10

NO	Varians souce	Total qudrat	d.b	Varians
1		3,43	24 (25-1)	$\frac{3,43}{24} = 0,143$
2		5,8	19	$\frac{5,8}{19} = 0,305$
3		113,32	(20-1) 456	$\frac{113,32}{465} = 0,249$
4		122,55	(499-24-19) 499 (500-1)	

- d .b total = $K \times N - 1$ $20 \times 25 - 1 = 499$
 - d.b respondent = $N - 1$ $20 - 1 = 19$
 - d.b item = $k - 1$ $25 - 1 = 24$
 - d.b residual = d,b total – d.b respondent – d.b item
- $$= 499 - 24 - 19$$
- $$= 456$$

Six steps : $r_{11} = 1 -$ —

$$r_{11} = 1 - \frac{0,143}{0,249}$$

$$= 1 - 0,574 + 0,305$$

$$= 0,731$$

H. The Technique of Analyzing Data

To analyze the data of this research, the writer used T-test the formula is as follow¹⁰:

$$t_o = \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

Where:

t_o : The value will be found

M_x : Mean X

M_y : Mean Y

SD_x : standard division X

SD_y : Standard division Y

N : The number of the student

¹⁰Hartono.. *Statistika Untuk Penelitian*. (Yogyakarta: Pustaka Pelajar, 2009) p. 202-208.

CHAPTER IV

THE PRESENTATION OF THE DATA ANALYSIS

A. The Description of the Data

The data of the research were the score of students' post-test of control and experiment class. Before treatment, the researcher gave pre-test and post-test. The purpose of this research was to find out the effect of using cause and effect technique toward reading comprehension of persuasive text taught to the students and not taught to the students. The reading test is to answer the questions based on the text, in multiple-choice form.

B. The Data Presentation

The researcher got the data of this research from students' post-test scores. The data were collected through the following procedures:

- a. The students both control and experiment got pre-test, by asking them to answer the questions after they read the reading material given in conventional way.
- b. The students of experiment class got treatment, by using cause and effect technique.
- c. The students of control and experiment class got post-test by asking them to answer the questions after they read the reading material given.

- d. The students' answer sheets of both classes were collected in order to get the data about their comprehension of persuasive text.

1. Description of the Implementation of cause and effect technique

Table IV.1

The Recapitulation of the Observation

[illegible]

	possible cause of event.										
7	Teacher ask the student ask them to determine the list										
8	The teacher explain the power words on the text										
9	The teacher asks students to answer comprehension questions about topic of the text, information in the text, word reference, new vocabulary, and conclusion of the text.										
10	Teacher evaluates students' reading comprehension										
TOTAL											

From the table above, the researcher divides into 4 sections, the first, it was for opening activity, the teacher tried to emerge students' motivation to do learning activity, the second, researcher give same performance before primary activity the third, the researcher gave primary activity to improve students comprehension and the last, this activity was for closing of learning activity. Based on explanation before the observer ticks yes if the researcher does the activity available in the table above and gave percentage.

2. Students' reading comprehension scores on Pre-test

Table IV.2

The students' reading comprehension on pre test can be seen in the following data presentation.

STUDENTS	Scores in experiment class	STUDENTS	Scores in control class
Student 1	60	Student 1	40
Student 2	72	Student 2	72
Student 3	60	Student 3	68
Student 4	64	Student 4	48
Student 5	52	Student 5	60
Student 6	60	Student 6	64
Student 7	60	Student 7	60
Student 8	56	Student 8	60
Student 9	60	Student 9	52
Student 10	56	Student 10	60
Student 11	48	Student 11	68
Student 12	52	Student 12	64
Student 13	56	Student 13	72
Student 14	60	Student 14	52
Student 15	44	Student 15	52
Student 16	60	Student 16	48

Student 17	52	Student 17	68
Student 18	60	Student 18	56
Student 19	56	Student 19	60
Student 20	72	Student 20	52
Student 21	68	Student 21	76
Student 22	68	Student 22	60
Student 23	60	Student 23	56
Student24	64	Student 24	48
Student 25	40	Student 25	64
Student 26	56	Student 26	56
Student 27	48	Student 27	68
Student 28	60	Student 28	68
Student 29	60	Student 29	52
Student 30	72	Student 30	48

a. Experiment Class

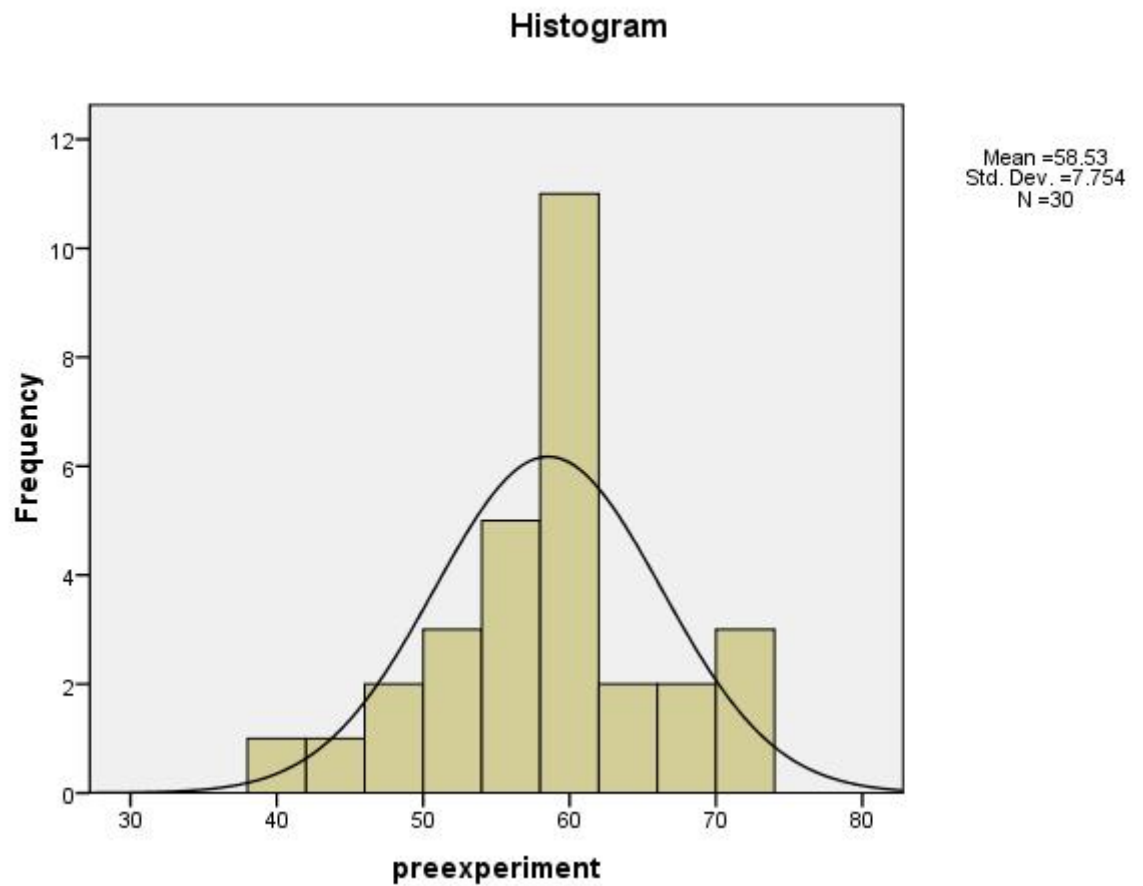
Reading comprehension of the students in experiment class can be seen in the following table:

Table IV. 3
THE DISTRIBUTION OF FREQUENCY OF
STUDENTS' PRE-TEST SCORES OF EXPERIMENT CLASS

Score(x)	Frequency	Percent
40	1	3.3%
44	1	3.3%
48	2	6.7%
52	3	10%
56	5	16.7%
60	11	36.7%
64	2	6.7%
68	2	6.7%
72	3	10%
Total	30	100%

From the table above, 1 students got score 40 (3.3%), 1 students got score 44 (3.3%), 2 students got score 48 (6.7%), 3 Students got score 52(10%), 5 students got score 56 (16.7%), 11 students got score 60 (36.7%), 2 students got score 64 (6, 7%), 2 students got score 68 (6,7%),3 students got score 72 (10%) The highest score was 72 and the lowest score was 40. The highest frequency was

11 at the score 60. The highest frequency was 3 at score 72 and the lowest frequency was 1 at score 40.



From the histogram, it can be analyzed that histogram is almost normal even though though there are two scores 60 and 56 over the curve.

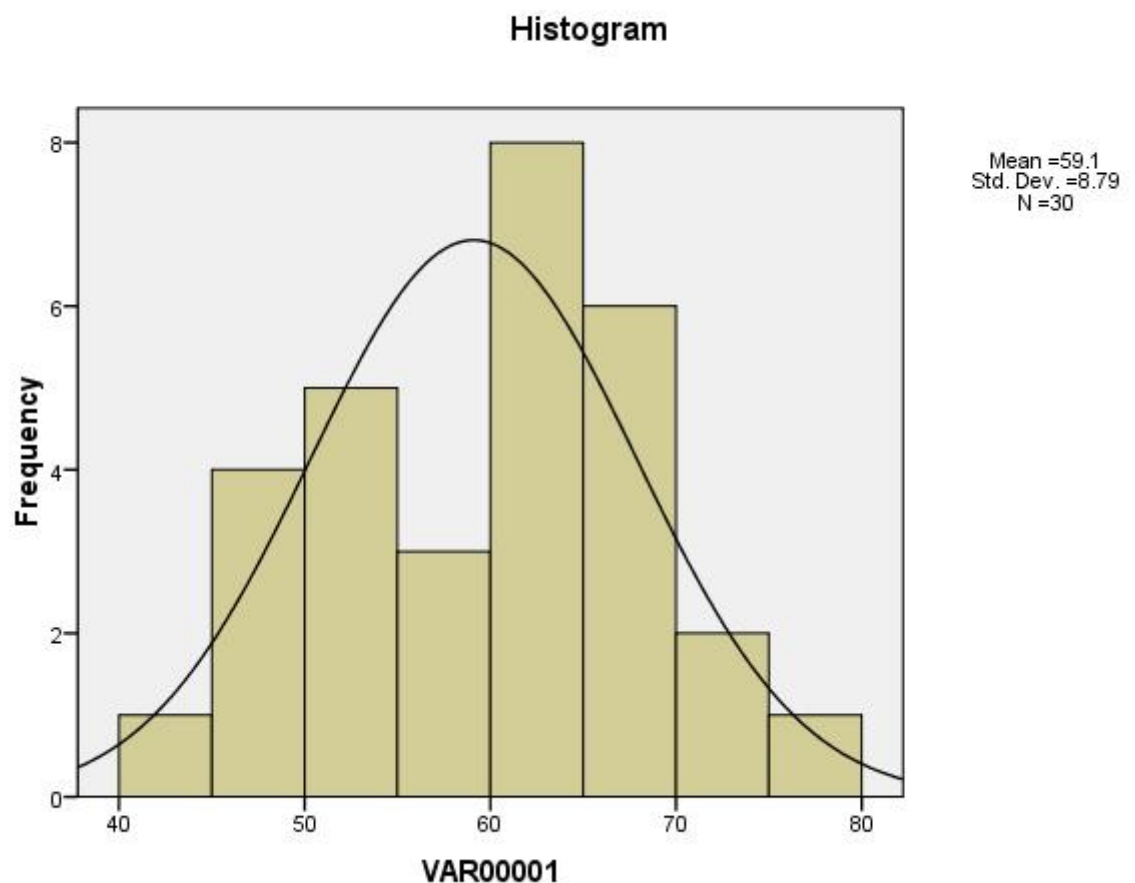
b. Control Class

The students' writing ability on pre-test in control class can be seen in the following table:

Table IV. 4
THE DISTRIBUTION OF FREQUENCY OF
STUDENTS' PRE-TEST SCORES OF CONTROL CLASS

Score (x)	Frequency	Percent
40	1	3.3%
48	4	13.3%
52	5	16.7%
56	3	10%
60	6	20%
64	3	10%
68	5	16.7%
72	2	6.7%
76	1	3.3%
Total	30	100%

From the table above, 1 students got score 40 (3.3%), 4 students got score 48 (13.3%), 5 students got score 52 (16.7%), 3 students got score 56 (10%), 6 students got score 60 (20%), 3 student got score 64 (10%), 5 students got score 68 (16.7%)%, 2 students got score 72 (6.7%), 1 students got score 76 (3.3%). The highest score was 76 and the lowest score was 40. The highest frequency was 6 at the score 60. The lowest frequency was 1 at score 40 and 76



From the histogram, it can be analyzed that histogram is almost normal event though there are two scores 60 and 68 over the curve.

3. Description of Students' reading comprehension scores on Post-test

Table VI.5

The students' reading comprehension on pre test can be seen in the following data presentation:

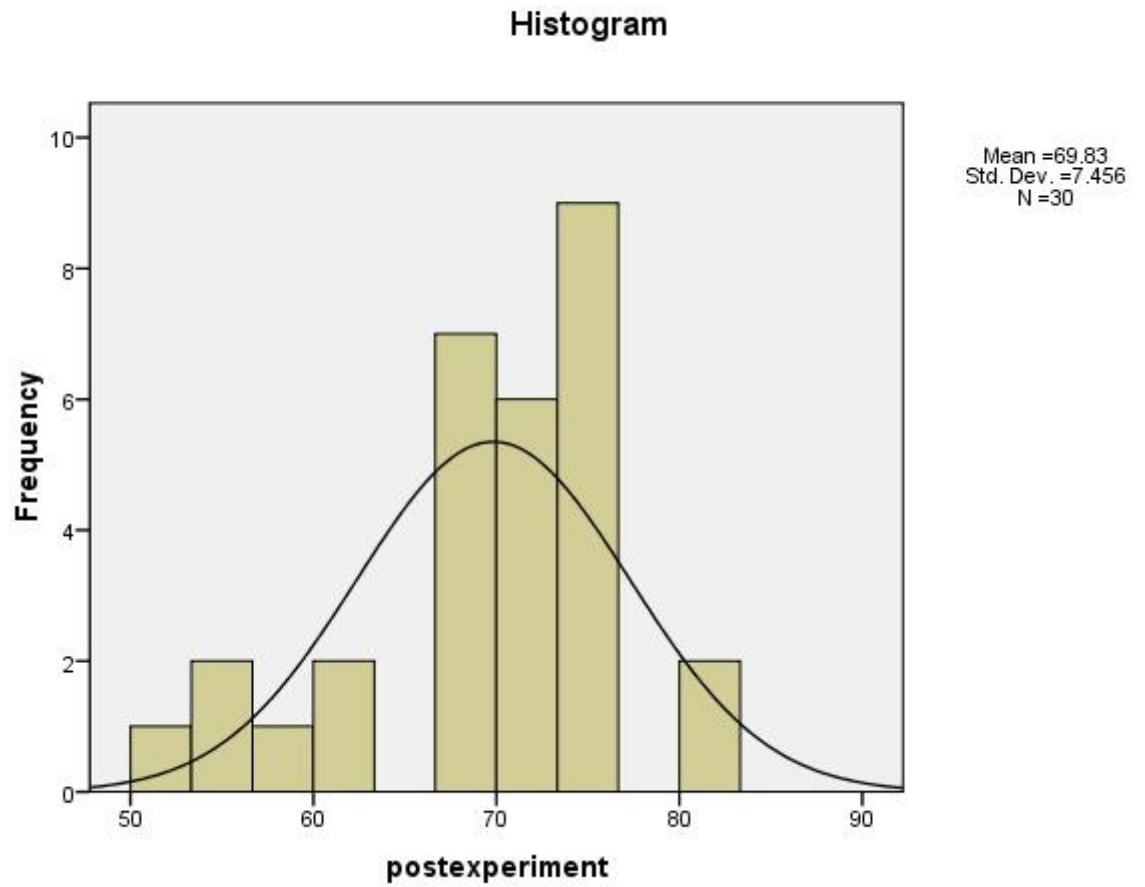
STUDENTS	Scores in experiment class	STUDENTS	Scores in control class
Student 1	76	Student 1	52
Student 2	76	Student 2	76
Student 3	68	Student 3	72
Student 4	68	Student 4	72
Student 5	68	Student 5	64
Student 6	68	Student 6	68
Student 7	72	Student 7	64
Student 8	80	Student 8	64
Student 9	76	Student 9	56
Student 10	60	Student 10	64
Student 11	52	Student 11	72
Student 12	72	Student 12	72
Student 13	60	Student 13	76
Student 14	72	Student 14	56
Student 15	68	Student 15	60
Student 16	76	Student 16	56
Student 17	56	Student 17	72

Student 18	68	Student 18	60
Student 19	68	Student 19	40
Student 20	72	Student 20	60
Student 21	80	Student 21	40
Student 22	72	Student 22	64
Student 23	76	Student 23	60
Student 24	76	Student 24	64
Student 25	56	Student 25	64
Student 26	59	Student 26	60
Student 27	76	Student 27	72
Student 28	72	Student 28	72
Student 29	76	Student 29	56
Student 30	76	Student 30	56

Table IV. 7
THE DISTRIBUTION OF FREQUENCY OF
STUDENTS' POST-TEST SCORES OF EXPERIMENT CLASS

Score (x)	Frequency	Percentage
52	1	3.3%
56	2	6.7%
59	1	3.3%
60	2	6.7%
68	7	23.3%
72	6	20%
76	9	30%
80	2	6.7%
Total	30	100%

Based on the table, it can be seen that 1 students got score 52 (3.3%), 2 students got score 56 (6.7%), 1 student got score 59 (3.3%), 2 students got score 60 (6.7%), 7 students got score 68 (23.3%), 6 students got score 72 (20%), 9 students got score 76 (30%), 2 students got score 80 (6.7%). The highest frequency was 9 at score 76. The total frequency was 30. Based on the data obtained, there were 6 students who did not get score 65. It means 24 students could pass the graduated standard (SKL) stated by SMA PGRI Pekanbaru.



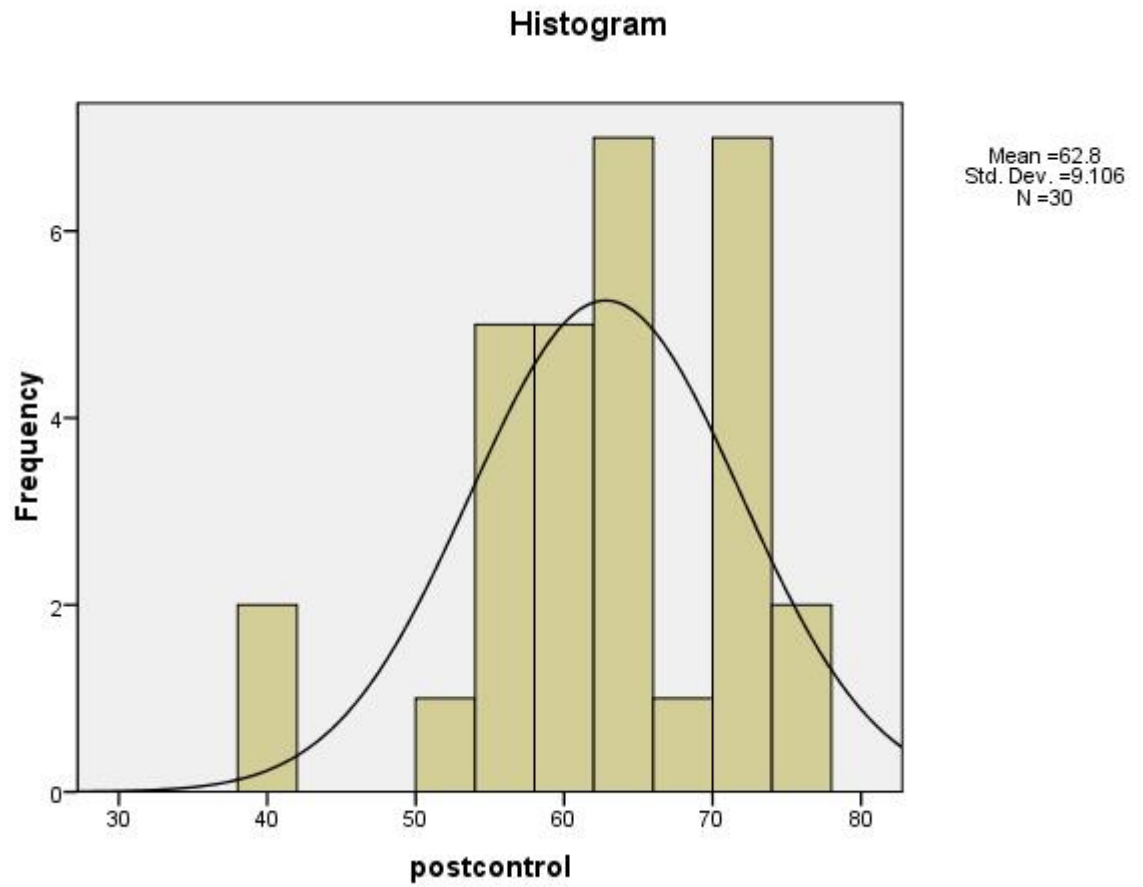
From the histogram, it can be analyzed that histogram is almost normal event though there are two scores 68 and 76 over the curve.

**THE DISTRIBUTION OF FREQUENCY OF
STUDENTS' POST-TEST SCORES OF CONTROL CLASS**

Table IV. 6

Score (x)	Frequency	Percent
40	2	6.7%
52	1	3.3%
56	5	16.7%
60	5	16.7%
64	7	23.3%
68	1	3.3%
72	7	23.3%
76	2	6.7%
Total	30	100%

Based on the table, it can be seen that 2 students got score 40 (6,7%), 1 students got score 52 (3.3%), 5 students got score 56 (16.7%), 5 students got score 60 (16.7%), 7 students got score 64 (23.3%), 1 students got score 68 (3.3%), 7 students got score 72 (23,3%) 2 students got score 76 (6.7%). The highest frequency was 7 at score 64 and 72. The total frequency was 30. Based on the data obtained, there were 20 students who did not get score 65. It means that only 10 students couldpass the graduated standard (SKL) stated by SMA PGRI Pekanbaru.



From the histogram, it can be analyzed that histogram is almost normal event though there are two scores 64 and 72 over the curve.

C. The Data Analysis

The data were divided into two; they were post-test scores of experiment and control class. To analyze the data in these chapter, the main score (M) and the standard deviation (SD) were analyzed by using T-test formula.

1. Data Analysis of Students' Post-Test Scores

The data of students' post-test scores were obtained from the result of students' reading comprehension; it was by answering some comprehension questions. The data can be described as follows:

Table IV. 8
STUDENTS' POST-TEST SCORES OF EXPERIMENT CLASS

Score (x)	Frequency	Fx	Graduate standard
52	1	52	NO PASS
56	2	112	NO PASS
59	1	59	NO PASS
60	2	120	NO PASS
68	7	476	PASS
72	6	432	PASS
76	9	684	PASS
80	2	160	PASS
Total	30	2095	

Based on the data obtained, 6 students could not pass the graduated standard (SKL), or the score obtained is < 65 while 24 Students could pass the graduated standard (SKL), or the score obtained is ≥ 65 The percentage of students which could not pass the graduated standard is as follows:

$$= \frac{6}{30} \times 100$$

$$= 20\%$$

The percentage of students which could pass the graduated standard is as follows:

$$= \frac{24}{30} \times 100$$

$$= 80\%$$

2. Data Analysis of Students' Post-Test Scores of Control Class

The data of students' post-test scores were obtained from the result of their reading comprehension. The data can be described as follows:

Table IV. 9
STUDENTS' POST-TEST SCORES OF CONTROL CLASS

Score (x)	Frequency	Fx	Graduate standard
40	2	80	NO PASS
52	1	52	NO PASS
56	5	280	NO PASS
60	5	300	NO PASS
64	7	448	NO PASS
68	1	68	PASS
72	7	504	PASS
76	2	152	PASS
Total	30	1924	

Based on the data obtained, 20 students could not pass the graduated standard (SKL), or the score obtained is < 65 while 10 Students could pass the graduated standard (SKL), or the score obtained is ≥ 65 The percentage of students which could not pass the graduated standard is as follows:

$$= \frac{20}{30} \times 100$$

$$= 66,666\%$$

. The percentage of students which could pass the graduated standard is as follows:

$$= 10: 30 \times 100$$

$$= 33,333\%$$

Table IV.10

SCORES IN EXPERIMENT CLASS (X)

Score (x)	Frequency	Fx	Fx²
52	1	52	2.704
56	2	112	6.272
59	1	59	3.481
60	2	120	7.200
68	7	476	32.368
72	6	432	31.104
76	9	684	49.704
80	2	160	12.800
Total	30	2095	147.913

Table IV.11

SCORES IN CONTROL CLASS (Y)

Score (x)	Frequency	Fy	Fy²
40	2	80	3200
52	1	52	2.704
56	5	280	15.680
60	5	300	18.000
64	7	448	28.672
68	1	68	4.624
72	7	504	36.288
76	2	152	11.552
Total	30	1884	120.720

Based on the table above, mean of the score in both classes are:

$$M_x = \frac{\sum FX}{N}$$

$$= \frac{2095}{30}$$

$$= 69,833$$

$$My = \frac{\sum FY}{N}$$

$$My = \frac{1884}{30}$$

$$= 62.8$$

Standard Deviation of the score in both classes is:

$$\begin{aligned} SDx &= \sqrt{\frac{\sum fx^2}{N} - \left(\frac{\sum fx}{N}\right)^2} = \sqrt{\frac{147913}{30} - \left(\frac{2095}{30}\right)^2} \\ &= \sqrt{4930,433 - (69,833)^2} \\ &= \sqrt{4930,433 - 4876,647} \\ &= \sqrt{53,786} \end{aligned}$$

$$SDx = 7,333$$

$$\begin{aligned} SDy &= \sqrt{\frac{\sum fy^2}{N} - \left(\frac{\sum fy}{N}\right)^2} = \sqrt{\frac{120.720}{30} - \left(\frac{1884}{30}\right)^2} \\ &= \sqrt{4024 - 62,8} \\ &= \sqrt{4024 - 3984,84} \\ &= \sqrt{80,16} \end{aligned}$$

$$SDy = 8,953$$

After finding mean and standard deviation of the score, the researcher analyzed them by using T-test in the following formula:

$$\begin{aligned}
t_0 &= \frac{M_x - M_y}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}} \\
&= \frac{69,833 - 62,8}{\sqrt{\left(\frac{7,333}{\sqrt{30-1}}\right)^2 + \left(\frac{8,953}{\sqrt{30-1}}\right)^2}} \\
&= \frac{7,033}{\sqrt{\left(\frac{7,333}{\sqrt{29}}\right)^2 + \left(\frac{8,953}{\sqrt{29}}\right)^2}} \\
&= \frac{7,033}{\sqrt{\left(\frac{7,333}{5.385}\right)^2 + \left(\frac{8,953}{5.385}\right)^2}} \\
&= \frac{7,033}{\sqrt{(1,361)^2 + (1.662)^2}} \\
&= \frac{7,033}{\sqrt{(1,852321) + (2,762244)}} \\
&= \frac{7,033}{\sqrt{4,614565}} \\
&= \frac{7,033}{2,148} \\
&= 3,274
\end{aligned}$$

D. Testing hypothesis

From the calculation above, it can be seen that t_0 is 3,274. The T table is compared by getting degree of freedom (df). df can be seen in the following formula¹:

$$df = (N_1 + N_2) - 2$$

$$= (30 + 30) - 2$$

$$= 60 - 2$$

$$= 58$$

The degree of freedom is 58. In the T table², 58 are not finding. In this case, the researcher took df 60. T table in the degree of freedom 60 in significance 5% and 1% are 2.00 and 2.65.

Based on the calculation above, the researcher found that $2.00 < 3,274 > 2.65$. It means that t_0 is higher than t table in significance 5% and 1%. In other words, H_0 is rejected and H_a is accepted. It means that there is a significant effect of reading comprehension in persuasive text of the students taught by using cause and effect technique.

¹Hartono. *Statistik Untuk Penelitian*. (Yogyakarta: Pustaka Pelajar. 2008) p. 191

²Hartono. p. 304

E .Regression and Residual

Formula for Regression and residual are:

Where:

K =total of group

T = total X every group

G = all of X total

n= total sample of group

N =all total group

Tabel IV 12

Score (x_a)	F	Score (x_b)	F	X_a	X_a²	X_b	X_b²
52	1	40	2	52	2.704	80	3200
56	2	52	1	112	6.272	52	2.704
59	1	56	5	59	3.481	280	15.680
60	2	60	5	120	7.200	300	18.000
68	7	64	7	476	32.368	448	28.672
72	6	68	1	432	31.104	68	4.624
76	9	72	7	684	49.704	504	36.288
80	2	76	2	160	12.800	152	11.552
	30		30	X_a20 95	X_b² 147.913	X_b 1884	X_b² 120.720

Total quadrate of the score

$$X^2 = (\sum X_a^2 + \sum X_b^2)$$

$$X^2 = 147913 + 120720$$

$$= 268633$$

$$JKT = X^2 - \frac{G^2}{N}$$

$$= 268633 - \frac{3979^2}{60}$$

$$= 268633 - 263874,016$$

$$= 4758,984$$

$$JKa = \sum \frac{T^2}{n} - \frac{G^2}{N}$$

$$= \frac{2095^2}{30} + \frac{1884^2}{30} - \frac{3979^2}{60}$$

$$= 146360,833 + 118315,2 - 263874,016$$

$$= 742,017$$

$$JKd = JKT - JKa$$

$$JKd = 4758,984 - 742,017$$

$$= 4016,967$$

Degrees freedom

$$dk JKd = \sum (n - 1)$$

$$= (30 - 1) + (30 - 1)$$

$$= 58$$

$$DkJKa = 2-1$$

$$= 1$$

Varian in and out group

$$RKa = \frac{JK}{dk}$$

$$= \frac{742,017}{1}$$

$$= 742,017$$

$$RKd = \frac{JKa}{dk JKa}$$

$$= \frac{4016,967}{58}$$

$$F = \frac{RKa}{RKd}$$

$$= \frac{742,017}{68,258}$$

$$= 10,713$$

ANOVA^b

Model	dk	Sum Of Squares	Mean Square	F
Regression	1	742,017	742,017	10,713
Residual	58	4.016,967	69,258	
Total	59	4.758,984	811,275	

From the table, it can be seen that $F_{hitung}=10,713 > F_{0,05}$, and $0,01 \setminus 1,58 = 7.09$ and 4.01 . It can be concluded that H_0 is rejected and H_a is accepted. In other word, there is a significant effect of using cause and effect technique toward students' reading comprehension of persuasive text at second years of SMA PGRI pekanbaru.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the explanations in the chapter IV, The researcher concludes that the findings of the effect of using cause and effect technique toward reading comprehension of persuasive text of the second year students at SMA PGRI Pekanbaru, are as follows:

1. Mean of the students' comprehension of Persuasive Text taught without using cause and effect technique is 62.8, it is concluded that the Students' reading comprehension is categorized as Poor. Because there are many student s not pass
2. Mean of the students' comprehension of persuasive text taught by using cause and effect technique is 69,83 it is concluded that the Students' reading comprehension is categorized as Good. From the research findings, from analysis of regression formula. It can be seen that $F_{hitung} = 10,713 > F_{0,05, 0,01, 1,58} = 7.09$ and 40.1 . It can be concluded that H_0 is rejected and H_a is accepted
3. There is the significant effect for student reading comprehension of persuasive text by used cause and effect technique that we can look percentage of score students

It shoot, there is significant effect of using cause and effect technique toward reading comprehension in persuasive text at the second years students at SMA PGRI Pekanbaru.

B. Suggestion

Based on the conclusion of the research above, it is known that using cause and effect in teaching reading persuasive text can affect students' reading comprehension, so that cause and effect technique is one of the choices by English teacher in order to improve students' reading comprehension. English teacher should know how to teach reading by using cause and effect technique. Besides that, teacher should use many ways to encourage the students' speaking as follows:

- a. Teacher find other reading material.
- b. Teachers should give motivation to students to read more.
- c. Teachers have to give students homework for more students reading acativity at home.

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